

- 16723 | DEMOCRACY SCHOOL AS INNOVATION IN THE ARCHITECTURAL PARADIGM OF THE SCHOOL BUILDING

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Contemporary times have been characterised by emerging transformations with results in the teaching-learning processes, making it appropriate to reflect on a present model, capable of continuing the ideal of democratisation and universalisation. From the 80's, the architecture needed to answer those needs, proposing a school building based on a standardised strategy of pavilion typology called "3x3", which allowed a massive construction buildings in the national territory (1) with controlled financial resources and time. This resulted as a setback in some of the values that had been characterizing the school equipment, such as the relationship with the urban context, the diversity and spatial hierarchy, the constructive quality, the different expressions of the buildings and the adaptation to the climatic contexts.

With the rehabilitation intervention conducted by PMEES (2) , those buildings, of lower architectural and constructive value, were rehabilitated with the aim of adapting to a new type of school. The research work (3) intends to develop a reflection on the architectural interventions of this typology, understanding how the conditions of the pre-existences conditioned or encouraged the authors' options, in response to the Parque Escolar ideals.

Effectively, the pavilion condition dispersed throughout the school, provided several options and architectural results, allowing the goal of making the building a unique organism, in most cases, the incorporation of social and collective aspects of the program in an articulated way, with an agglutination strategy that, using circulation systems, encouraged the ability to integrate diverse functions, including spatial conditions for the achievement of informal learning.

1 Planned to build 218 schools in 7 years

2 Secondary School's Modernization Program developed by Parque Escolar since 2007

3 Inserted in the research project ESCOLAS: Complexidade e Interpretação coordinated by Professor André Santos